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ABSTRACT

Three papers from a half-day seminar which formed part of a meeting of the World Confederation of Organizations of the Teaching Profession have been compiled in this document. An Overview of Adult Education in England and Wales and the Role of the Professional Education Association by E. W. Foulser touches on the absence of a pattern in the provision of adult education, financial support for adult programs, problems and opportunities for public educators, and the role of the professional education association. The Long Term Adult Education Colleges by Mrs. K. Cockerill describes such colleges, their teaching patterns, historical background, financial support, enrollment patterns, and provisions for the further training of students. Adult Education Centers by Howard Gilbert briefly describes (1) the village or community college form and (2) the area adult education college form of adult education center. The Report of the Secretary of the Special Committee on Adult Education, by Robert A. Luke, follows the papers. Copies of the complete programs for both meetings are appended. (BP)

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PROCEEDINGS

SEVENTH WCOTP INVITATIONAL SEMINAR ON ADULT EDUCATION

The Responsibility of the Public Education Authority in Providing Adult Education

August 9, 1972

Hamilton House
London, England

Special Committee on Adult Education

World Confederation of Organizations
of the Teaching Profession
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1971 - 1972

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CONTENTS

	Page
INTRODUCTION Robert A. Luke Secretary Committee on Adult Education	1
AN OVERVIEW OF ADULT EDUCATION IN ENGLAND AND WALES AND THE ROLE OF THE PROFESSIONAL EDUCATION ASSOCIATION E. W. Foulser Hon. Secretary Association for Adult Education Great Britain	1
LONG TERM ADULT EDUCATION COLLEGES Mrs. J. Cockerill Principal Hillcroft College Great Britain	5
ADULT EDUCATION CENTERS Howard Gilbert Principal North Havering College of Adult Education Great Britain	11
REPORT OF THE SECRETARY Robert A. Luke	15
APPENDIX A Program WCOTP Post Assembly Adult Education Seminar August 9, 1972	18
APPENDIX B The Role of the Public Education Authority in Providing Adult Education August 4, 1972	19
ROSTER OF PARTICIPANTS	28

INTRODUCTION

For more than twelve years the World Confederation of Organizations of the Teaching Profession has supported a Special Committee on Adult Education. One of the principal activities of the Committee has been to plan and present special seminars and conferences on adult education, held in connection with the WCOTP Assemblies. The purpose of these meetings is to place adult education in the context of the continuing responsibilities of national associations of teachers.

At the London Assembly of 1972, the Committee scheduled two such meetings. On August 8, as part of the Assembly's program devoted to special interest groups, the Committee presented a half-day seminar on "The Role of the Public Education Authority in Providing Adult Education." Immediately following the conclusion of the main Assembly on August 9, the Adult Education Committee presented a special seminar on "Case Examples of Publicly Supported Adult Education Programs." Three papers from this latter meeting have been compiled into this report, issued under the title *The Responsibility of the Public Education Authority in Providing Adult Education*.

Copies of the complete programs for both meetings are included in the Appendices to this report.

The London meeting represented the final activity planned by those members of the Committee on Adult Education who served during the 1970 - 1972 biennium. During this period, Miss Hilma Cranley of Australia served as Chairman. Particular thanks is due to her for the many hours of selfless service she devoted to the work of the Committee and for the skillful leadership she provided as presiding officer of the 1972 seminar meetings as well as the 1971 meeting held in Jamaica. Many other acknowledgements for help during the year are due and a few of these are noted in the Secretary's Report which is a part of these proceedings.

Many individuals contributed to helping make arrangements for the London Assembly. Chief among these was Miss Sheila Wood, Secretary of the Association of Assistant Mistresses in London. Mr. E. D. Foulser, Honorary Secretary of the Association for Adult Education (whose paper is included among those in this report), was particularly helpful in making arrangements for the London Seminar. Grateful thanks is extended to all who prepared papers and to all who participated.

The 1973 WCOTP Assembly will be held in Nairobi, Kenya, on the theme "Devising Strategies for the Effective Education of Adults in Developing Nations."

Robert A. Luhe
Secretary
WCOTP Special Committee on Adult Education

November 1972

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Financial Support

[illegible]

[illegible]

[illegible]

Conclusion

[illegible]

[illegible]

finances are an everlasting problem. Each college began in a building which was certainly not custom built--usually a grandiose private house. With very limited funds at its disposal, conditions of life had to be frugal, not luxurious. And, although there has been expansion, things are much the same today. Every effort is made to give each student an individual study-bedroom and there are facilities for work and activity in common. But we would all like more teaching rooms and more amenities for our students.

Financial Support

Finance is a perpetual headache--our incomes are never enough and they are uncertain from year to year. The colleges are recognized and grant-aided by the Department of Education and Science (DES). They submit annual estimates and accounts for requests for grants, and though the grant is not based on any settled formula, it does amount to between 40 and 50 percent of the recurrent costs. The rest of the money is made up from fees paid by students. Students who cannot pay their own fees--and certainly the working class men and women who attend the adult colleges cannot--apply for an award to cover fees and personal expenses to the local education authorities. Some awards are mandatory--notably those for University Degree Courses and three year teacher training courses for qualified students. Local authorities have a large area of discretion and, one must admit, in this area they are very hard pressed. The result is that, although the Secretary of State for Education has expressed the hope that all authorities will make awards at uniform rates to students at the adult colleges, the policy of the authorities is not a uniform one.

There are a few authorities which refuse to make any awards to students in this category. Others among them have conflicting policies--for example, one authority will not consider a mature student over the age of 25, while another will not consider a student under the age of 25. Where grants are made, they vary in amount. They are not always adequate to meet the peculiar needs of the mature student--particularly if he is a married man with a wife and family to support. Most of the married men, to take advantage of this educational opportunity, must see their wives go out to work in order to help them through their periods of study. This can impose a very severe strain on the individual student and it also has its effect upon the colleges. Because of administrative procedures, we only discover how many students accepted by the college have grants in August--and our terms begin in September. We all know that an unspecified proportion of our students will be forced to decline the places they have been awarded at the last moment and the resultant general uncertainty makes it very difficult for the administration, as well as for the students, to plan.

Another financial difficulty arises in connection with capital expenditure. For capital works colleges of education in this country receive a 75 percent grant and universities a higher one still. The long term adult colleges have to beg or borrow money for this purpose and, therefore, though we have been under strong pressure to expand, it is very difficult for us to do so. We have made a tremendous effort over the last seven years, aided by an extraordinary grant of 50 percent from the DES and we have increased our student places, but in the existing situation it will not be possible for us to expand further.

Enrollment Patterns

Talk of numbers and limitation on expansion, lead me to emphasize that I am talking all the time in terms of a very small proportion of the population.

The latest illustrative figures apply to 1969 and cover only five colleges. They exclude Newbattle Abbey, since it comes under the Scottish Department of Education, and Stamford Hall because of its largely vocational nature. In 1969 the other five colleges received 1,121 firm applications, of these 865 were from men, 256 from women. Of this total, 372 (251 men and 121 women) were finally offered places. Because the colleges do very little advertising, applications come largely through the agency of the trade unions and the adult education world and sometimes as a result of recommendation by former students.

These statistics lead to the whole *raison d'etre* of the colleges--the students themselves. Of those 372 who were offered places--222 left a secondary modern school at 15 years of age. A quarter attended grammar school up to the age of 16. About a sixth were in some kind of full time education up to 17 plus--and on investigation one discovers that the latter part of their education was almost without exception devoted to the acquisition of an expertise such as shorthand and typing. These students come literally from all over the world. Just over a seventh of them were overseas students, for it is a deliberate policy of the adult colleges to recruit from outside the British Isles, partly because we wish to give what help we can to underdeveloped countries (and some of those who have been through the adult colleges have returned to their own countries to rise to very distinguished positions) and partly because we are well aware of the value to our own communities of the contributions made by such students. Backgrounds vary dramatically, both in terms of national origin and in terms of occupation. We count among our numbers bus drivers, miners, nurses, workers in factories and in offices, and a number of housewives.

Further Training

What do all these students do when they leave us? Some go back to the life and work which occupied them before. They take what they have learned with them and one usually hears from them in later years that they have made a place for themselves in many voluntary activities. They become county councillors, justices of the peace, chairmen and secretaries of innumerable voluntary organizations with a political or social purpose. The majority, however, want to go on to some further form of training.

It is not always easy for them to do this. The students are competing against younger applicants for university teacher training or social work training who have had up to three years in the sixth form at school and are armed with the normal academic entry requirements. Where the contribution which can be made by the mature student is appreciated (there are many universities and colleges which value them highly) and where the work done at the adult colleges is recognized, their situation is not a handicap. But, both the individual student and the colleges must fight an everlasting battle to overcome prejudice engendered by lack of this knowledge. Once accepted, the mature student then finds that he must fight for his financial support, since he is rarely qualified for a mandatory award because he lacks formal educational qualifications. In two of the seven colleges, it is not possible for the students to stay any longer, but the other five colleges do provide for a proportion of their students a two year course which leads to a university diploma, sometimes specifically in social studies, sometimes of a more general character. This is possible because each of the five colleges has established a relationship with the university which it is geographically nearest.

To return to my point about entry to further training: it is true to say that those students who hold a diploma find it rather easier to surmount the main difficulties I have mentioned, but the general principle remains the same for those who have the diploma and those who have had one year of residential education only. Nevertheless, I might illustrate the kind of success which we achieve by returning to that year of 1969. You will remember that 372 places were offered. Not all of those places were taken up--in my own college for example, 20 accepted students were refused local education authority awards (this was out of a maximum possible intake of 75) but, of those who did complete the five college courses, 84 went on to the university, 31 to teacher training, 48 to social work training or full time jobs from which they might expect secondment and 16 to other full time courses. I have no further figures, but I know from experience that others of that year have already or will later on find their ways to the same end.

I began by saying that good education should rid us of our prejudices; I end by confessing that neither my own education nor the educating process in which I am involved, have done anything to shift one of *my* personal prejudices. Indeed, I cling to it the more obstinately as time goes by. I believe firmly in the work of the residential colleges. I only wish there were more of them.

ADULT EDUCATION CEENTERS

Howard Gilbertt
Principal
North Havering College of AAdult Education

Before commencing this statement, there are ttwo short qualifying comments to be made: *Adult Education Centers* is, in one sense, a technical term in this country, and, in this sense, refers to centerrs which are members of the Educational Centers Association. About 60 Engliish adult education centers belong, together with some of the residential ccolleges. Membership in the Association means that the center has satisfiied certain criteria:

- wide range of formal and informal educatioon provision;
- some accomodation where members may meet ssocially;
- member participation in management;
- a full time warden or principal.

Speaking about these criteria, the E.C.A. Seccretary writes in the N.I.A.E. Year Book thus:

> "The Center creates its own social and corrporate life which stems naturally from its educational program. IIt is felt by those connected with center work that adult educatiion flourishes in an educational center in a way that it cannot whhen isolated in buildings designed for other ends. This is a belieff that appears to be borne out in practice."

Thus, my first qualification is that an adultt education center (as a term), can mean a center which is in membership of tthe E.C.A. or something much wider. The second qualifying comment I have to make is of a slightly different nature, although it is related to the first indirectly.

The majority of the places where adult non-voocational education is provided are available in the evenings only. Most of these are school premises in which the adults are second users. We used tto call these places "evening institutes" but such has been the influence oof the Educational Centers Movement that many are now known as "adult eveninng centers" or "adult education centers" or, more simply, "evening centers." The term "adult education center," therefore, is not definitive of a partiicular institution. However, when I am speaking about adult education centters I shall generally be using the term in the broader context to apply to ccenters which have some full time staff and some daytime premises, but you shouuld appreciate that there has been very little building of a sizeable naturre for adult education during the last twenty years, while most of the staff arre either half time or part time.

The Village or Community College Form of Adult Center

The concept of the village or community colleege derives from the period from 1924 to 1930 when the influence of the first major national report on adult education in this country was beginning to make itself felt. The Director of Education for Cambridgeshire, Henry Morriss, developed in that county the village college . . . a form of community schhool . . . in an endeavor to re-

store to the rural community something of its entity and social purpose, then in danger of disintegrating because of rural depopulation. Since the 1930's and particularly since the 1950's, the village and community college form of adult education center has become more popular, especially in the rural regions of England which use this form or organization.

Each of these authorities has a slightly different approach to the organizational questions involved. Each organizes most, though not all, its adult education provision by these means, except a few cities and towns where the concept is largely experimental. The count compares with the 55 to 60 public authorities who use the area form of adult education college or center.

The Area Adult Education College or Center

It ought to be fairly easy for me to spell out now the other various forms of adult education center which there are, and say who, or what, is responsible for them. Up to a point this is true, but you will probably know that many things "English" do not follow a logical pattern, and for every form of center you find, you can be fairly certain you will find a variant.

The most common form of adult education organization in England is that based upon a particular area. Since 1963 rapid progress has been made in some of our cities and towns to give this area pattern more specific shape and form. England has two other basic patterns of organization, one of which is the village college or school integrated pattern mentioned earlier. The second is a premises associated pattern where school and evening institute use the same premises, but are unrelated to themselves, or to any other structure except in the loosest sense. The third is the area pattern.

This area pattern is important and may well become much more prominent in the next decade. It is the urban, suburban, and city counterpart of the village or community college and is appropriate for densely populated districts. My own college is not an untypical example of this type of adult education arrangement within which we have daytime and evening adult education centers. The principles upon which it operates are these:

* We are solely concerned with the education of adults. We have no under 21 fee, for example;

* We have three major evening centers and two daytime centers in which the students contribute socially in addition to educationally;

* We enroll upon a consumer choice basis, e.g., all beginner classes and subjects are presented to the students by the tutor before fees are taken.

Additionally, program planning is "area-wide" using the available local facilities to best advantage. For example, one of our schools has a motor pit which is made available on an area basis. Another of the schools offers excellent sports and fitness facilities. One of our centers specializes in this.

Staff appointments are also operated on the same principle, while our equipment resources are maximized by central purchase. Senior staff are, of course, full time, and we have supervisory staff who are part time but whose appointments are determined solely by adult education needs.

We are a medium to large form of area institute with a roll of approximately 4,500 students during the last academic year. Our program comprises a very full range of adult educational opportunity: matters concerned with the family and domestic life, cultural and social development arts, creative crafts and practical skills, and physical skills.

Examinations, with syllabuses as appropriate to adult needs as possible, are offered and include university extension diplomas and certificates. The major emphasis of the college, however, is not in this direction, but towards the non-vocational, non-examined studies field. This exclusiveness for adults may be thought relatively narrow but, within a mile or two of the colleges' main centers, there are two technical and further education colleges and a regional college of technology, each of which caters extensively to young people.

This then, is the type of adult education organization which embraces a particular area and incorporates one or two adult education centers, including a headquarters building available day and night, that has become much more in common in England in recent years and which will grow in number.

Some Observations and Criticisms

There are some observations and criticisms of this form of adult education provision which ought to be considered briefly. First, the question of a philosophy underlying this form of institution. This is often thought to be almost absent, but not so: for example, of the 60 E.C.A. members mentioned at the outset, all of whom subscribe to a basic adult education philosophy (student participation), 29 are area colleges of the type I have described. Where an L.E.A. has determined specifically upon this form of organization, generally, it will have determined the basic philosophic concept to be applied.

Second, the problem of shared premises diminishes the head teachers' status or local relationships. This is a difficult one to be absolute about, but there are two valid points to make:

1. Organizationally, I have not found this significant. Our relationships with heads are very good and none of those with whom I have to deal would welcome the additional duty of running the adult education side.

2. In most urban areas, secondary schools are large and unrelated to the neighborhood.

Third, the inhibitions of scale, which imply an impersonal organization. Much depends here upon the determination of the senior staff to organize a personal service. Each member of the full time staff, each of the part time supervisors, is very well known in the centers and we not only publicize, but practice accessibility via class and center visits.

There is a regular "absence follow up" system. The consumer oriented enrollment service has already been mentioned. People who want to see, or speak on the telephone to the principal or vice-principal are normally put straight through without question.

Fourth, it is said that resource sharing may be difficult. This is a vexed question. But in the last analysis, a clear public authority policy plus good will can resolve this matter equally as well as in more school-integral

schemes like the village or community college. We use domestic rooms, specialist craft and art facilities, gyms, and other equipment or premises without major difficulty. Often we "own" substantial quantities of the apparatus and share as readily as the schools do with us. Program overlapping happens occasionally, but is resolved readily without acrimony.

In Conclusion

This discussion of the area organization which provides adult education colleges or centers does not cover all forms of the adult education center. There are some 30 short term residential colleges which might be so described. There are a number of centers, school based but organized separately and outside any area structure. Each of these have either a part time or a full time number of organizing staff. A few independent centers (i.e., independently organized from the L.E.A.'s) still operate, although most are grant aided and there are a very large number of what might be termed "unrecognized" institutions or centers running on lines of a traditional evening institute. I have made no reference at all to the long term residential colleges or university extramural centers, the most notable of which is Vaughan College in the city of Leicester, an adult education center wholly organized by the University Department of Adult Education in the city.

What I have done is to outline briefly the form of organization with which I am currently concerned. This type will, I think, become more common* and already exists in some 55 to 60 urban local education authorities in England and Wales--including the largest one--the Inner London Education Authority, with 35 institutes and a roll of 280,000 adult students.

*Under the local government reorganization in 1974 the present 168 L.E.A.'s in England and Wales will be reduced to 72.

[redacted]

REPORT OF THE SECRETARY

[redacted]
[redacted] Special Commission on Adult Education

London
August [redacted], 1971

Mr. President, Ladies and Gentlemen:

In the responsibility for educating adults is a responsibility on all levels of authorities. In many parts of the world, including countries such as the one, authorities of private life, still engaged in learning the primary skills of reading, of writing, and of arithmetic. Millions more who have these skills but only those skills - are continuing to subsist in lands and in conditions which scientist in these fields can scientists may be attacking in various authority or private authority.

In the World Conference of Organizations of the Teaching Professions (WCOTP) Adult Education Committee, discussions, statements to be of service and to a national and specialized group of teachers, but confine to teachers at every level within the, or some time in education. In United open to support their knowledge with adults. In other words, participation in all of you.

In the concern of WCOTP for the education of adults has been a concern since 1965. Following these twelve years, an Adult Education Committee made up of national authority representing every region of the world has planned and carried out that purpose of WCOTP's program directed toward strengthening the teaching profession's commitment to the education of adults as well as of children.

[redacted] the several ways in which the Committee has endeavored to meet this responsibility, an important one has been through planning and conducting regional seminars and conferences for delegations attending the annual WCOTP Conventions. Such a 3 conference was held a year ago in Lagos, another in Scheduled for next May Wednesday in Yokohama Japan. Currently the Adult Education Committee is planning with the members of the WCOTP Executive Council Committee to organize [redacted] a conference next year in Australia. This will be on the general topic "Strengthening Citizen Support for Public Education." From time to time, as the Executive Committee [redacted] this Adult Education Committee has had the privilege [redacted] of engaging in scientific sponsored activities with the WCOTP Committee on Professional and Vocational Education.

In this past year, however, in addition to planning the London meeting and reporting the Lagos Seminar, the Committee has had two additional duties.

First, in connection with the small publication the Committee received last [redacted] from Unesco to appraise the Lagos Seminar as part of that conference called upon to prepare an [redacted] summary of the work of the Committee since 1965. An abridged version of that document "WCOTP and the Education of Adults" has been available at the Conventions table outside this [redacted].

Second, WCOTP, working as it does [redacted] Region "B" with Unesco, was [redacted] to send an observer to the World Assembly Conference on Adult Education [redacted] to [redacted] held in Tokyo [redacted] as we [redacted]. WCOTP was also [redacted] Unesco to prepare a position paper for the use of the delegation attending [redacted] Tokyo Conference.

[redacted]

-1-

[illegible]

At the World Conference on Adult Education was starting in Tokyo, Japan in [illegible] At the World Conference on Adult Education that starting in Tokyo, Japan in [illegible] being represented by Mr. Miyagi (spelling of the Philippines, a former member of the WCOTP Committee on Adult Education, and long active in the Philippine Public School Teachers Association.

The previous years activities for Japan by the WCOTP Adult Education Committee was presented on the basis of replies to a questionnaire sent out by the WCOTP secretariat to member associations and to which many of you replied [illegible] to the report.

I would like to briefly report six of the more significant findings:

1. The need for supplying training skills to adults continues. In the "developing" nations training education was mentioned [illegible] a second most focus on developing the core of development. In the more technologically advanced countries, the availability of adult training was presented as the most rewarding educational function to encourage [illegible] members of society could participate positively in shaping the economic and sociology and encouraging the responsibilities of a technological advanced society.

2. Second Role, however, the necessity of providing adult education funds and processes to teach trade skills was mentioned as a priority [illegible] requirements of numerous organizations from industries at all levels of sociology and social development.

3. Literacy education participation, training in the language of the most country [illegible] to be the base of many parts of the world.

4. Adult education as a means of enabling individuals to make greater use of leisure time received considerable [illegible] Many countries in the W.C.O.T. questionnaire reflected the need to continue, to strengthen, as to increase adult education programs which are provided to the level of work.

5. I am happy to say that many of the WCOTP organizations reflected and [illegible] on the part of any of the responsibility to disadvantaged. The adult education function from the responsibility of the public educational authorities. The concern was clearly evident.

6. There are general agreement that are increase in the overall number of teachers would be necessary in the training of the adult education teachers. It was observed that teachers of both girls and teachers of adults would work together to secure the proper conditions of work for all teachers. This was [illegible] suggested that a separate teachers association should be considered for teachers of adults. All other organizations suggested the major needs of teachers of both children and adults should be the same [illegible] organizations.

In concluding this report, there are several acknowledgements I wish to make. First to the Colorado of the USA, Dr. Richard B. Corrigan who, although [illegible] and [illegible] a part of his assignment, cheerfully agreed to [illegible] this function and [illegible] correspondence received in Washington. I am particularly grateful to him for his assistance in the translation of [illegible] received in our questionnaire.

[illegible]

[illegible]